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ABSTRACT

This framework is designed to assist early care and education providers in planning and implementing early learning opportunities that will help prepare young children in Washington State for later success in meeting the essential academic learning requirements in reading, writing, and communication. The framework identifies characteristics of children from birth through age 5 in the areas of verbal communication, reading, and writing; it is not intended for use in screening, program placement, or school readiness determinations. The framework is organized into four sections. The introductory section presents the assumptions reflected in the framework and highlights the importance of building a strong foundation to support the development of literacy skills and linking that foundation to the essential academic learning requirements for kindergarten through third grade. Sections 2 through 4 focus on reading, writing, and communication, respectively. Each of these sections provides an overview of the contribution of the skills to future school success, details a continuum of characteristic skills that children typically achieve during infancy (birth to 18 months), toddlerhood (12 to 36 months), and the preschool years (30 months to 5 years), links these characteristics to essential K-3 academic learning requirements, and notes the type of assessment tool to be used such as observation or a work sample. (KB)

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ED 482 021

Framework for Achieving the
Essential Academic Learning Requirements in

Reading
Writing
Communication
Birth to 5 Years

June 2000

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A FRAMEWORK FOR ACHIEVING THE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS IN

Reading
Writing
Communication

Birth to 5 Years

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Introduction

This document is designed to assist early care and education providers in planning and implementing early learning opportunities that will help prepare young children for later success in meeting the essential academic learning requirements in reading, writing, and communication.

These learning frameworks are not intended for use as a group or individual screening tool to place children in programs or to make determinations of readiness for school. They are not intended to be used as an assessment checklist nor as an evaluation tool to make high-stakes decisions about children's program placements.

The frameworks are intended to guide you as you develop curriculum and activities for the children in your care. The focus is on being intentional as you provide early experiences—in school, the community, or at home—that lay the foundation for success as children encounter our state's public school curriculum.

Assumptions reflected in this document

- Literacy begins at birth.
- Children progress at different rates and individual children may show more or less progress at certain times.
- Learning is dependent on one skill being the basis for another skill or a number of skills at the next level.
- Careful observation of young children is critical to determine whether or not a child has a particular skill. Very young children perform skills within the context of daily events or activities which must be carefully observed for the purposes of assessment.
- Literacy is a critical tool used for thought and communication and the transmission of language and culture across generations.

Purpose

This document has been created in an effort to link the life experiences of early childhood with eventual success in school. For our children to be successful readers and writers, they must enter school with a rich experiential base. These experiences occur within the family and early care and education programs. By calling attention to the foundation that supports the development of literacy skills and linking it to the essential academic learning requirements for K–3, we can all work together to benefit our children, creating a continuum of teaching, learning, and family support for children and their families.

For students to be successful at the fourth grade level, there are important benchmarks children need to reach during infancy, toddlerhood, and preschool. The purpose of this document has been to identify characteristics of young children in the areas of verbal communication, reading, and writing which is referred to as "suggested characteristics." These suggested characteristics can mark early signs of success on the child's long educational journey. As adults who can make a difference in young children's lives, we can encourage and celebrate these individual successes.

Communication

Researchers agree that oral language provides the cornerstone of written language. Speaking, listening, reading, and writing are all aspects of literacy and develop in an interdependent manner, each informing and transforming the other (Strickland, 1990). Long before children are able to match print with sound, they are using verbal language to reason, reflect, imagine, respond, analyze, observe, compare, infer, empathize, share experiences and ideas, and solve problems. Children benefit from one-on-one conversations with adults that provide them with new information, ideas, and rich vocabulary as part of their everyday experiences. Listening to stories and being encouraged to tell their own stories expands oral language development.

Reading

Children enjoy reading and being read to as a daily part of their life. Children learn to read from within. When we study the homes of children who are reading before they start school, we find children competent in speaking, listening, and writing. These skills emerge well before the child enters kindergarten, emerging naturally from the rich literacy experiences of everyday life. Important aspects of reading include:

- Phonemic and phonological awareness (awareness of the separate sounds in words as spoken and written) are encouraged through exploring rhymes in games, poetry and songs; enjoying tongue twisters and other forms of language play; and singing songs with rhyme and alliteration. Children benefit from encouragement to use developmental spelling and from drawing their attention to letter/sound patterns in familiar words.

- Book and print awareness (the awareness that print makes sense) is enhanced by creating an environment rich in print of all kinds and with many opportunities for using and seeing print used in functional and creative ways. Adults should provide print-rich environments, including books, writing materials and toys with print; point out print in the environment; and label important things in a child's universe.

- Functions of print are understood and become meaningful to children through exposure to a wide variety of print. They learn that print gives us information, can entertain us, amuse us, and bring us comfort.

- Print concepts are the most basic conventions that govern written language. This involves the knowledge of book handling, front to back, and the knowledge that English text runs from left to right.

- Letter and word recognition begins for many children with recognition of their name in print and the letters of their name. Many children then delight in finding "their letters" in print in the environment.

- Knowledge of narrative involves becoming familiar with the elements of character, dialogue, and sequence of events in stories.

Writing

Children see adults write and want to make it a part of their life as well. When adults offer to transcribe children's talk into letters, words, and sentences that "read" the same again and again, children naturally become engaged in using writing for their own personal expression. Through experiences with "writing," children learn the difference between writing and drawing. As they become more experienced, their scribbling gets more purposeful and begins to approximate writing. Children benefit from being exposed to many opportunities to draw, paint, scribble, and write with a variety of mediums for a variety of purposes.

Since students progress at different rates on different skills, the framework is organized by levels. For each level, information is presented in the following sections:

- Suggested characteristics.
- Strategies to guide observation and document evidence of developmental progress.
- Links to essential academic learning requirement (essential learnings or EALRs).

The information included in this document is an attempt to define outcomes for early learning in line with the essential learnings to be achieved by the fourth grade. This first attempt will, of course, require refinement. We know that suggestions for refinement will come from parents, care providers, preschool and elementary teachers, and administrators and colleagues from the field of early childhood education. This dialogue will assist in defining the practice of early childhood education for all of our children.

Reading

We know that reading, writing, and communication skills, along with understanding of concepts from content areas, form the basis for literacy. The ability to read—to use one's understanding of language/symbol relationships and understanding of the world to make meaning from text—is an important skill, basic to successful learning in school, in careers, and in life.

The suggested characteristics for reading for infants, toddlers, and preschoolers are coordinated with Washington's essential academic learning requirements. They look at the age span from birth to 5 years and provide a continuum (or developmental progression) of characteristic skills that children typically achieve within each age range.

These suggested characteristics are not intended for use as a group or individual screening to place children in programs or to make determinations of readiness for school. They are intended to guide you as you develop curriculum and activities for the children in your care. The focus is on being intentional as you provide early experiences—in school, child care, or at home—that lay the foundation for success as children encounter our state's public school curriculum.

Framework for Achieving the Essential Academic Learning Requirements in

Reading

Birth to Age 5

Suggested characteristics to be worked toward by age 5.

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
1. The student understands and uses different skills and strategies to read.		
1.1 use word recognition and word meaning skills to read and comprehend text		
• Mimics intonation • Distinguishes pictures in books and points to them • Repeats strings of sounds or spoken words • Connects characters with action, i.e., sound of animal, clapping, jumping • Demonstrates a memory for parts of familiar stories, rhymes	• Enjoys patterns of rhyme and repetition of similar speech sounds • Uses verbal labels to identify pictures • Recites phrases from familiar stories and rhymes • Recognizes some similarities and differences in sounds and objects	• Recognizes difference between letters and numbers • Identifies words that look similar and different • Recognizes a few words, e.g., own name • Shows understanding that words are made of letters • Knows some letter sounds/names • Makes predictions from what is read or heard • Attends to beginning sounds and rhyme
1.2 build vocabulary through reading		
• Recognizes self and familiar others in mirror • Recognizes pictures of familiar objects, people, events • Uses pictures to predict text • Develops a memory for simple stories	• Recognizes environmental print, logos, brand names and other symbols • Identifies pictures as representing objects and/or ideas • Speaking vocabulary consists of approximately 300–1,000 words; listening vocabulary 2,000–4,000 words • Recites portions of familiar text	• Knows and may repeat simple stories from memory • "Reads" memorized text • Uses new vocabulary in own speech • Vocabulary consists of approximately 5,000–8,000 words

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

Reading

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
1.3 read fluently, adjusting reading for purpose and material		
• Shows a preference for favorite books • Recognizes specific books by cover	• Remembers some spoken or printed single words associated with pictures • Tells about own drawings • Displays reading-like behavior, holding the book the right way, turning the pages, looking at words and pictures	• Shows awareness that text is read from left to right, top to bottom, front to back of book • Enjoys a wide variety of literature, e.g., poems, fiction and nonfiction, nursery tales, pattern books • Matches spoken and written word
1.4 understand elements of literature—fiction		
• Listens to stories and responds	• Comments on characters and events in books • Sequences pictures to tell a simple story • Looks at pictures in sequence and relates simple story that matches sequence • Recognizes beginning and end of story	• Retells a story, including main characters and correct sequence of events, with some detail • Knows author writes the books and illustrator creates the pictures • Creates and tells own stories • Asks questions about story based on literal meaning • Names major events in a story
1.5 use features of non-fiction text and computer software		
• Vocalizes at familiar words or pictures when read to by another person	• Shows interest in nonfiction picture materials • Shows interest in using computers	• Uses picture reference books to obtain information • Uses interactive software, including computer peripherals, with minimal assistance

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

Reading

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
2. The student understands the meaning of what is read.		
2.1 comprehend important ideas and details		
• Focuses attention on simple picture books	• Looks at books independently • Retells familiar stories in own words • Provides missing information in familiar or simple stories/rhymes • Makes up or finishes story • Sequences pictures to tell a simple story	• "Reads" picture book by making up story to go with pictures • Knows print conveys meaning • Recalls details about characters and events in a story • Retells a story, including main characters and correct sequence of events, with some detail
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas		
• Recognizes objects in environment gained from information in books	• Sequences pictures to tell a simple story • Makes up or finishes story • Recognizes objects in environment gained from information in books • Recognizes similarities and differences between versions of the same story	• Connects story to own life experiences and vice versa • "Reads" picture book by making up story to go with pictures • Can ask or answer questions about a story read aloud • Makes predictions from what is read or heard • Understands the difference between print and drawing
2.3 think critically and analyze authors' use of language, style, purpose, and perspective		
• Recognizes objects in environment gained from information in books • Choice of books indicates preference for certain authors and/or styles (e.g., Dr. Seuss, Richard Scarry)	• Makes comments about the story • Responds to emotional tone of book (humor, sorrow, excitement)	• Asks questions about the story. Notices cause and effect • Responds to stories with feeling and self-expression • With adult support can state whether information in book and/or story is real or pretend

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

Reading

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
3. The student reads different materials for a variety of purposes.		
3.1 read to learn new information		
• Points at pictures • Requests adult to read or write	• Recognizes environmental print, logos, brand names and other symbols	• Imitates common reading activities appropriately in play • Reads labels and captions in the environment • Identifies different purposes for parent, e.g., information, entertainment
3.2 read to perform a task		
• Purposefully uses pop-up and interactive books (textile, lift-up flaps, activates sounds) with assistance	• Purposefully uses pop-up and interactive books (textile, lift-up flaps, activates sound) independently	• Uses words and picture clues, including own name, to function in environment (cubby and shelf labels) • Uses environmental print for information (stop sign, bathroom, exits)
3.3 read for literary experience		
• Carries books around • Enters into book-sharing routine with primary caregiver	• Begins to "read" memorized text • Responds to stories with feeling and self-expression • Occasionally chooses books over other activities	• Responds to stories with feeling and self-expression • "Reads" picture book by making up story to go with pictures • Looks at picture books alone • Chooses and has favorite books • Enjoys a wide variety of literature, e.g., poems, fiction and nonfiction, nursery tales, pattern books
3.4 read for career applications		
• Enjoys books about daily routines (toileting, bathing, eating)	• Enjoys books depicting different occupations	• Imitates common reading activities appropriately in play, e.g., "reading" directions, cookbooks, maps, notes, menus • Reads labels and captions in the environment

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

Reading

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
4. The student sets goals and evaluates progress to improve reading.		
4.1 assess strengths and need for improvement		
• Enjoys books	• Has an awareness of printed words and wants to know what they say • Understands books are handled in particular ways	• Shows desire to learn to read. Associates letters with sounds • Expresses confidence and sees self as a reader
4.2 seek and offer feedback to improve reading		
• Requests to be read to	• Names picture and looks to another for confirmation	• Asks what individual letters and words say • Names words in familiar book and looks to another for confirmation
4.3 develop interests and share reading experiences		
• Babbles and points while looking at books with adult • Sits and looks at picture book with adult or older child • Indicates desire for adult to continue familiar games or story • Carries book around • Signals interest in a book to others • Explores sounds by babbling and mimicking	• Vocalizes interest in book to others • Responds to familiar book reading routines • Requests to have story read • Chooses favorite book or story • Indicates desire for adult to continue familiar game or story • Responds to stories with feeling and self-expression	• Chooses and has favorite books • Connects story to own life experiences and vice versa • May "read" books to others

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

READING
Suggested Characteristics Infant, 0–18 months
(to be worked toward by the age of 18 months)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Mimics intonation	1.1	X		X		
2.	Distinguishes pictures in books and points to them	1.1	X		X		
3.	Repeats string of sounds or spoken words	1.1	X		X		
4.	Connects characters with action	1.1	X		X		
5.	Demonstrates a memory for parts of familiar stories, rhymes	1.1	X		X		
6.	Recognizes self and familiar others in mirror	1.2	X		X		
7.	Recognizes pictures of familiar objects, people, events	1.2	X		X		
8.	Uses pictures to predict text	1.2	X		X		
9.	Develops a memory for simple stories	1.2	X		X		
10.	Shows a preference for favorite books	1.3	X		X		
11.	Recognizes specific books by cover	1.3	X		X		
12.	Listens to stories and responds	1.4	X		X		
13.	Vocalizes at familiar words or pictures when read to by other person	1.5	X		X		
14.	Focuses attention on simple picture books	2.1	X		X		
15.	Recognizes objects in environment gained from information in books	2.2, 2.3	X		X		
16.	Choice of books indicates preference for certain authors and/or styles	2.3	X		X		
17.	Points at pictures	3.1	X		X		
18.	Requests adult to read or write	3.1	X		X		
19.	Purposefully uses pop-up and interactive books with assistance	3.2	X		X		
20.	Carries books around	3.3, 3.4	X		X		
21.	Enters into book-sharing routine with primary caregiver	3.3	X		X		
22.	Enjoys books about daily routines	3.4	X		X		
23.	Enjoys books	4.1	X		X		
24.	Requests to be read to	4.2	X		X		
25.	Babbles and points while looking at books with adult	4.3	X		X		
26.	Sits and looks at picture book with adult or older child	4.3	X		X		
27.	Indicates desire for adult to continue familiar games or story	4.3	X		X		
28.	Signals interest in a book to others	4.3	X		X		
29.	Explores sounds by babbling and mimicking	4.3	X		X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

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READING
Suggested Characteristics Toddler, 12–36 months
(to be worked toward by the age of 3 years)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Enjoys patterns of rhyme and repetition of similar speech sounds	1.1	X				
2.	Uses verbal labels to identify pictures	1.1	X				
3.	Recites phrases from familiar stories and rhymes	1.1	X				
4.	Recognizes some similarities and differences in sounds and objects	1.1	X				
5.	Recognizes environment print, logos, brand names and other symbols	1.2, 1.3	X				
6.	Identifies pictures as representing objects and/or ideas	1.2	X				
7.	Speaking vocabulary consists of approximately 300–1,000 words; listening vocabulary consists of 2,000–4,000 words	1.2	X				
8.	Recites portions of familiar text	1.2	X				
9.	Remembers some spoken or printed single words associated with pictures	1.3	X				
10.	Tells about own drawings	1.3	X	X	X		
11.	Displays reading-like behavior, holding the book the right way, turning pages, looking at words and pictures	1.3	X		X		
12.	Comments on characters and events in books	1.4	X		X		
13.	Sequences pictures to tell a simple story	1.4, 2.1, 2.2	X	X	X		
14.	Looks at pictures in sequence and relates simple story that matches sequence	1.4	X		X		
15.	Recognizes beginning and end of story	1.4	X		X		
16.	Shows interest in nonfiction picture materials	1.5	X		X		
17.	Shows interest in using of computers	1.5	X		X		
18.	Looks at books independently	2.1	X		X		
19.	Retells familiar stories in own words	2.1	X		X		
20.	Provides missing information in familiar or simple stories/rhymes	2.1	X		X		
21.	Makes up or finishes story	2.1, 2.2	X		X		
22.	Sequences pictures to tell a simple story	2.1, 2.2	X	X			
23	Recognizes objects in environment gained from information in books	2.2	X		X		
24.	Recognizes similarities and differences between versions of the same story	2.2	X		X		
25.	Makes comments about the story	2.3	X		X		
26.	Responds to emotional tone of books independently	2.3	X		X		
27.	Purposefully uses pop-up and interactive books independently	3.2	X		X		
28.	Begins to "read" memorized text	3.3	X		X		
29.	Responds to stories with feeling and self-expression	3.3, 4.3	X		X		
30.	Occasionally chooses books over other activities	3.3	X		X		
31.	Enjoys books depicting different occupations	3.4	X		X		
32.	Has an awareness of printed words and wants to know what they say	4.1	X		X		
33.	Understands books are handled in particular ways	4.1	X		X		
34.	Names picture and looks to another for confirmation	4.2	X		X		
35.	Vocalizes interest in book to others	4.3	X		X		
36.	Responds to familiar book reading routines	4.3	X		X		

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READING
Suggested Characteristics Toddler, 12–36 months
(to be worked toward by the age of 3 years)
(continued)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
37.	Requests to have story read	4.3	X		X		
38.	Chooses favorite book or story	4.3	X		X		
39.	Indicates desire for adult to continue familiar game or story	4.3	X		X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

READING
Suggested Characteristics Preschool, 30 months to 5 years of age
(to be worked toward by the age of 5 years)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Recognizes difference between letters and numbers	1.1	X	X	X		
2.	Identifies words that look similar and different	1.1	X	X	X		
3.	Recognizes a few words, e.g., own name	1.1	X		X		
4.	Shows understanding that words are made of letters	1.1	X	X	X		
5.	Knows some letter sounds/names	1.1	X		X		
6.	Makes predictions from what is read or heard	1.1, 1.2	X		X		
7.	Attends to beginning sounds and rhyme	1.1	X		X		
8.	Knows and may repeat simple stories from memory	1.2	X		X		
9.	Vocabulary consists of approximately 5,000–8,000 words	1.2	X		X		
10.	"Reads" memorized text	1.2	X		X		
11.	Uses new vocabulary in own speech	1.2	X		X		
12.	Shows awareness that text is read from left to right, top to bottom, front to back of book	1.3	X		X		
13.	Enjoys a wide variety of literature	1.3, 3.3	X		X		
14.	Matches spoken and written word	1.3	X		X		
15.	Retells a story, including main characters and correct sequence of events, with some detail	1.4, 2.1	X		X		
16.	Knows author writes the books and illustrator does the pictures	1.4	X		X	X	
17.	Creates and tells own stories	1.4	X		X	X	
18.	Asks questions about story based on literal meaning	1.4	X		X		
19.	Names major events in a story	1.4	X		X	X	
20.	Uses picture reference books to obtain information	1.5	X		X		
21.	Uses interactive software, including computer peripherals, with minimal assistance	1.5	X		X		
22.	"Reads" picture book by making up story to go with pictures	2.1, 2.2, 3.3	X		X		
23.	Knows that print conveys meaning	2.1	X		X		
24.	Recalls details about characters and events in a story	2.1	X		X	X	
25.	Connects story to own life experiences and vice versa	2.2, 4.3	X		X	X	
26.	Can ask or answer questions about a story read aloud	2.2	X		X	X	
27.	Understands the difference between print and drawing	2.2	X		X		
28.	Asks questions about the story. Notices cause and effect	2.3	X		X		
29.	Responds to stories with feeling and self-expression	2.3, 3.3	X		X		
30.	With adult support can state whether information in book and/or story is real or pretend	2.3	X		X	X	
31.	Imitates common reading activities appropriately in play	3.1, 3.4	X		X		
32.	Reads labels and captions in the environment	3.1, 3.4	X		X		
33.	Identifies different purposes for parent	3.1	X		X	X	
34.	Uses words and picture clues, including own name, to function in environment	3.2	X		X		
35.	Uses environmental print for information	3.2	X		X		
36.	Responds to stories with feeling and self-expression	3.3	X		X		
37.	Looks at picture books alone	3.3	X		X		
38.	Chooses and has favorite books	3.3, 4.3	X		X		
39.	Shows desire to learn to read. Associates letters with sounds	4.1	X		X		

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READING
Suggested Characteristics Preschool, 30 months to 5 years of age
(to be worked toward by the age of 5 years)
(continued)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
40.	Expresses confidence and sees self as a reader	4.1	X		X	X	
41.	Asks what individual letters and words say	4.2	X		X		
42.	Names words in familiar book and looks to another for confirmation	4.2	X		X		
43.	May "read" book to others	4.3	X		X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

Writing

We know that reading, writing, and communication skills, along with understanding of concepts from content areas, form the basis for literacy. Writing—the ability to express ideas and meaning through the use of symbols to represent language—is a critical skill for success in school, in careers, and in life.

The suggested characteristics for writing for infants, toddlers, and preschoolers are coordinated with Washington's essential academic learning requirements. They look at the age span from birth to 5 years and provide a continuum (or developmental progression) of characteristic skills that children typically achieve within each age range.

These suggested characteristics are not intended for use as a group or individual screening to place children in programs or to make determinations of readiness for school. They are intended to guide you as you develop curriculum and activities for the children in your care. The focus is on being intentional as you provide early experiences—in school, child care, or at home—that lay the foundation for success as children encounter our state's public school curriculum.

Framework for Achieving the Essential Academic Learning Requirements in

Writing

Birth to Age 5

Suggested characteristics to be worked toward by age 5.

Infant (birth to approximately 18 months)	**Toddler** (12 months to 3 years of age)	**Preschool** (30 months to 5 years of age)
1. 1. The student writes clearly and effectively. *1.1. develop concept and design*		
• Focuses on marks on paper • Repeats motion to make additional marks on paper • Names/labels objects and people • Responds to specific sounds and voices by turning head • Sits up and crawls independently	• Makes marks on paper purposefully • Draws horizontal and vertical lines • Uses symbols in play—uses objects to represent other things • Asks adult to write on/label child's picture • Gives simple descriptions of past events • Assigns name/label to items in own drawings • Occasionally distinguishes between writing and drawing • Sings easy songs and fingerplays with repetitive patterns and words	• Uses marks and/or random letters to represent words • Draws horizontal and vertical lines and crosses and circles • Realizes picture in book is a symbol for the real object • Names and points to familiar objects in pictures and/or books • Uses language to describe and label drawings/assigns a message to own symbols • Recounts own experiences/can relate a simple sequence of events with beginning, middle, and end • Uses drawings to tell/retell a story or relate an experience • Knows that writing and drawing are different • Begins to notice specific print, such as letters of own name • Names some letters • May use one letter to represent a word

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

Writing

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
1.2 uses style appropriate to the audience and purpose		
• Communicates with others through facial expressions, vocalizations, and imitation (infant can initiate and terminate interactions) • Imitates adult or older child's scribbles/drawings or writings by making own marks/scribbles	• Requests an adult to write or draw • Uses increasingly purposeful scribbles	• Uses drawings and writings to convey messages (e.g., creates pretend menus, letter to parent)
1.3 apply writing conventions		
• Reaches, grasps, and puts objects in mouth • Grasps and releases, regrasps and releases object again • Holds an eating utensil • Transfers object from one hand to the other • Grasps writing instrument and makes marks by banging it on paper without regard to location • Follows a moving object with eyes • Picks up small objects using finger and thumb (pincer) grasp • Recognizes that something stands for or represents something else (e.g., saying "Mama" is a symbol for mother, waving means someone may leave)	• Uses markers, pencils, paintbrushes, and fingerpaints • Grasps writing instrument with fist or whole hand • Functionally holds writing instrument with thumb up; approximates adult grasp • Rolls, pounds, squeezes, controls playdough • Opens door/cupboards by turning knob • Strings large beads • Writes without regard to location or direction on paper • Snips with scissors • Scribbles spontaneously • Paints using whole arm to make strokes • Sorts objects • Matches simple shapes • Uses items or toys in play to represent something else (e.g., uses block for a car or uses pieces of paper for money) • Makes picture-like and letter-like scribbles • Uses recognizable figures and shapes to convey meaning	• Uses markers, crayons, pencils, paint with paintbrushes, and fingerpaint or mixed media to create drawings or write • Adjusts grasp to the size and shape of writing instrument; uses pencil grasp • Strings small beads • Begins to demonstrate directionality with "writing" going from left to right and top to bottom • Cuts recognizable shapes • Draws/paints recognizable figures/shapes • Recognizes and replicates patterns • Matches letters and numbers • Uses symbolic relationships in play (e.g., dramatic play, block building, creative arts) • Writes using unrecognizable script (scribble writing) leaving space between "words" • Produces some letter-like forms and letters • "Writes" using marks and/or random letters to represent words • Attempts to write own name • Writes some recognizable letters, sometimes in letter strings or word-like units

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

Writing

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
2. The student writes in a variety of forms for different audiences and purposes.		
2.1 write for different audiences		
• Turns head in response to voices and sounds		• Shares drawings and writings with others • "Writes" to communicate with others
2.2 write for different purposes		
		• Imitates common writing activities in play
2.3 write in a variety of forms		
	• Uses scribbles and pictures to make lists, letters, and stories	• Uses drawings, scribbles, letters, and some words in creating lists, letters, and stories • Can state whether information is real or pretend
2.4 write for career applications		
	• Recognizes some environmental print/symbols/icons	• Reproduces some environmental print/symbols
3. The student understands and uses the steps of the writing process.		
3.1 prewrite		
• Gazes in direction in which another person is looking	• Shares common experience with another	• Imitates common writing activities in play
3.2 draft		
3.3 revise		
3.4 edit		
• Repeats marks when encouraged to do so	• Repeats same lines in scribbles and drawings • Begins to think before doing	• Draws some picture/shape/objects again and again • Makes additions to drawings and writings
3.5 publish		
	• Calls attention to own writing attempts ("Look at my picture/story.")	• Shares drawings and writings with others

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

Writing

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
4. The student analyzes and evaluates the effectiveness of written work.		
4.1 assess own strengths and needs for improvement		
	• Produces repetitive patterns/symbols/ scribbles/letter-shapes • Differentiates marks made using various instruments • Indicates preferences for books/stories/activities	• Sees self as a writer: makes statements such as ... "I'm writing ... " • Shows preference for specific writing instruments/materials • Comments on and shares preferences for stories Can indicate simple reasons for liking or disliking • Knows same and different
4.2 seek and offer feedback		
• Shows others paper with marks made by self	• Tells others about his/her drawings/"writings" when asked	• Makes comments about others' drawings and writings • Displays own writing attempts and drawings • When computer is accessible, manipulates mouse and/or keys on keyboard • When computer is accessible, child is aware that what appears on the computer screen is what he/she selected

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

WRITING
Suggested Characteristics Infant, 0–18 months (to be worked toward by the age of 18 months)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Reaches, grasps, and puts objects in mouth	1.3	X		X		
2.	Grasps and releases, regrasps and releases object again	1.3	X		X		
3.	Holds an eating utensil	1.3	X		X		
4.	Grasps writing instrument and makes marks by banging it on paper without regard to location	1.3	X	X	X		
5.	Picks up small objects using finger and thumb grasp	1.3	X		X		
6.	Sits up and crawls independently	1.1	X		X		
7.	Communicates with others through facial expressions, vocalizations and imitation	1.2, 2.1, 2.2, 3.5, 4.2	X		X		
8.	Follows a moving object with eyes	1.3	X		X		
9.	Focuses on marks on paper	1.1, 1.3, 2.3	X		X		
10.	Repeats motion to make additional marks on paper	1.1, 1.3	X	X	X		
11.	Names/labels objects and people	1.1	X		X		
12.	Responds to specific sounds and voices by turning head	1.1, 2.1	X		X		
13.	Imitates adult's or older child's scribbles/drawings or writings by making own marks/scribbles	1.2	X	X	X		
14.	Transfers object from one hand to the other	1.3	X		X		
15.	Recognizes that something stands for or represents something else	1.3	X		X		
16.	Gazes in direction in which another person is looking	3.1	X		X		
17.	Repeats marks when encouraged to do so	3.4	X	X	X		
18.	Shows others paper with marks made by self	4.2	X	X	X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

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WRITING
Suggested Characteristics Toddler, 12–36 months
(to be worked toward by the age of 3 years)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Uses markers, pencils, paintbrushes, and fingerpaints	1.3	X	X	X		
2.	Functionally holds writing instrument with thumb up; approximates adult grasp	1.3	X		X		
3.	Paints using whole arm to make strokes	1.3	X	X	X		
4.	Rolls, pounds, squeezes, controls playdough	1.3	X		X		
5.	Snips with scissors	1.3	X		X		
6.	Sits in a chair and walks independently	1.3	X		X		
7.	Scribbles spontaneously	1.1, 1.3, 2.3	X	X	X		
8.	Makes marks on paper purposefully	1.1, 1.3, 2.1, 2.2, 3.2, 3.4,	X	X	X		
9.	Uses recognizable figures and shapes to convey meaning	1.2, 2.3	X	X	X		
10.	Writes without regard to location or direction on paper	1.1, 1.3, 2.3	X	X	X		
11.	Draws horizontal and vertical lines	1.1, 1.3	X	X	X		
12.	Asks adult to write on/label child's picture	1.1	X		X		
13.	Gives simple descriptions of past events	1.1	X		X		
14.	Occasionally distinguishes between writing and drawing	1.1	X	X	X	X	
15.	Uses symbols in play—uses objects to represent other things	1.1	X		X		
16.	Sings easy songs and fingerplays with repetitive patterns and words	1.1	X		X		
17.	Requests an adult to write or draw	1.2	X		X		
18.	Uses increasingly purposeful scribbles	1.2	X	X	X		
19.	Grasps writing instrument with fist or whole hand	1.3	X		X		
20.	Opens door/cupboards by turning knob	1.3	X		X	X	
21.	Strings large beads	1.3	X	X	X		
22.	Sorts objects	1.3	X	X	X		
23.	Matches simple shapes	1.3	X	X	X		
24.	Uses items or toys in play to represent something else	1.3	X		X		
25.	Makes picture-like and letter-like scribbles	1.3	X	X	X		
26.	Uses scribbles and pictures to makes lists, letters, and stories	2.1, 2.3	X	X	X		
27.	Recognizes some environmental print/symbols/icons	2.4	X		X	X	
28.	Shares common experience with others	3.1	X		X	X	
29.	Repeats same lines and forms in scribbles and drawings	3.4	X	X	X		
30.	Begins to think before doing	3.4	X		X		
31.	Calls attention to own story attempts	3.5	X	X	X		
32.	Produces repetitive patterns/symbols/scribbles/letter-shapes	4.1	X	X	X		
33.	Differentiates marks made using various instruments	4.1	X	X	X	X	
34.	Indicates preferences for books/stories/activities	4.1	X		X	X	
35.	Tells others about his/her drawings/writings when asked	4.2	X		X	X	

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

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WRITING
Suggested Characteristics Preschool, 30 months to 5 years of age
(to be worked toward by the age of 5 years)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Uses markers, crayons, pencils, paint with paintbrushes , and fingerpaint or mixed media to create drawings or write	1.1, 1.3	X	X	X		
2.	Adjusts grasp to the size and shape of writing instrument; uses pencil grasp	1.1, 1.3	X		X		
3.	Imitates common writing activities in play	1.1, 1.2, 2.2, 1.3, 3.5, 4.2	X	X	X		
4.	Shares drawings and writings with others	1.2, 2.1, 3.5, 4.2	X		X		
5.	"Writes" to communicate with others	2.1, 2.2, 2.3, 4.2, 1.2	X	X	X		
6.	Writes using unrecognizable script leaving space between "words"	1.3	X	X	X		
7.	Draws horizontal and vertical lines and crosses and circles	1.1, 1.3	X	X	X		
8.	Draws/paints recognizable figures/shapes	1.1, 2.3, 3.1	X	X	X		
9.	Uses drawings and writings to convey messages	1.2, 2.3	X	X	X	X	
10.	Uses marks and/or random letters to represent words	1.1, 1.3	X	X	X		
11.	Writes some recognizable letters, sometimes in letter strings or word-like units	1.3, 1.1	X	X	X		
12.	Uses language to describe and label drawings/assigns a message to own symbols	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.5	X	X	X	X	
13.	Names and points to familiar objects in pictures and/or books	1.1, 1.2, 2.1, 2.2, 2.3, 4.2	X		X		
14.	Realizes picture in book is a symbol for the real object	1.1, 1.3	X		X	X	
15.	Recounts own experiences/can relate a simple sequence of events with beginning, middle, and end	1.1, 1.3	X		X	X	
16.	Uses drawings to tell/retell a story or relate an experience	1.1	X	X	X		
17.	Knows that writing and drawing are different	1.1, 1.3	X	X	X	X	
18.	Begins to notice specific print, such as letters of own name	1.1	X		X	X	
19.	Names some letters	1.1	X		X	X	
20.	May use one letter to represent a word	1.1	X	X	X		
21.	Strings small beads	1.3	X	X	X		
22.	Begins to demonstrate directionality with "writing" going from left to right and top to bottom	1.3	X	X	X		
23.	Cuts recognizable shapes	1.3	X	X	X		
24.	Recognizes and replicates patterns	1.3	X	X	X		
25.	Matches letter and numbers	1.3	X	X	X		

WRITING
Suggested Characteristics Preschool, 30 months to 5 years of age
(to be worked toward by the age of 5 years)
(continued)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
26.	Uses symbolic relationships in play	1.3	X		X		
27.	Produces some letter-like forms and letters	1.3	X	X	X		
28.	Uses drawings, scribbles, letters and some words in creating lists, letters, and stories.	2.3	X	X	X		
29.	Can state whether information is real or pretend	2.3	X		X	X	
30.	Reproduces some environmental print/symbols	2.4	X	X	X		
31.	Draws same picture/shape/object again and again	3.4	X	X	X		
32.	Makes additions to drawings and writings	3.4	X	X	X		
33.	Share drawings and writings with others	2.1, 3.4, 3.5	X	X	X	X	
34.	Sees self as a writer; makes statements such as "I'm writing ... "	4.1	X		X		
35.	Shows preference for specific writing instruments/materials	4.1	X		X	X	
36.	Comments on and shares preferences for stories; can indicate simple reasons for liking or disliking	4.1	X		X	X	
37.	Knows same and different	4.1	X	X	X	X	
38.	Makes comments about others' drawings and writings	4.2	X		X		
39.	Displays own writing attempts and drawings	4.2	X	X	X		
40.	When computer is accessible, manipulates mouse and/or keys on keyboard	1.3, 4.2	X		X		
41.	When computer is accessible, child is aware that what appears on the computer screen is what he/she selected	4.2	X		X		
42.	"Writes" using marks and/or random letters to represent words	1.3	X	X	X		X
43.	Attempts to write own name	1.3	X	X	X		X

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

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Communication

We know that reading, writing, and communication skills, along with understanding of concepts from content areas, form the basis for literacy. Communication is a complex set of skills that enable us to exchange our ideas, thoughts, and feelings with others. Communication may be verbal, may be written, or may be through different symbol methods such as sign language. Communication may also be subtle through touch, facial expressions, and body language.

Learning to communicate well with others is critical for success in school to help teachers understand what we have learned; with family and friends as we communicate to get our needs met; and in careers as we communicate needed information to clients, customers, and co-workers.

The suggested characteristics for communication for infants, toddlers, and preschoolers are coordinated with Washington's essential academic learning requirements. They look at the age span from birth to 5 years and provide a continuum (or developmental progression) of characteristic skills that children typically achieve within each age range. They represent not only the ability to use words to express ideas and feelings but the other skills that enable communication to work—the development of vocabulary, use of appropriate language structures, and the social skills which help true communication to take place between people.

Framework for Achieving the Essential Academic Learning Requirements in

Communication

Birth to Age 5

Suggested characteristics to be worked toward by age 5.

Infant (birth to approximately 18 months)	**Toddler** (12 months to 3 years of age)	**Preschool** (30 months to 5 years of age)
1. The student uses listening and observation skills to gain understanding.		
1.1. focus attention		
• Turns to locate the source of a sound • Makes and sustains eye contact in response to other person's voice • Orients to speaker when name is called • Pays attention to what another person is looking at or pointing to	• Looks for an object or person when invited to "look" • Follows a nonverbal direction (head nod, head shake, point)	• Looks toward person while listening to a whole statement and listens through a peer's statement • Responds by looking when directed to look at a specific attribute (i.e., find the red sock, sit in the big chair)
1.2 listen and observe to gain and interpret information		
• Changes affect in response to another's voice, gestures, or facial expression • Responds differentially to environmental sounds • Vocalizes or gestures in response to another's voice • Vocalizes during turn taking	• Follows a simple direction ("bring me your sock") • Attends to short stories, fingerplays, or other activities with interest	• Imitates other children's play ideas • Adapts other children's approaches to a problem the child is trying to solve • Takes turn in a group discussion or listens to others and responds in a group discussion • Shows understanding of another's feelings with adult support
1.3 check for understanding by asking questions and paraphrasing		
• Inserts gestures, sounds, or word in conversational turn taking • Uses vocal inflection or facial expressions to gain understanding or to verify information	• Independently locates objects when they are discussed by others • Uses a question form, facial expression, or inflection to gain or verify information • Repeats a word or short phrase to verify or practice new information	• Independently asks a question on the topic another child has raised • Independently asks a question on the topic an adult has raised • Independently rephrases another's statement

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

Communication

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
2. The student communicates ideas clearly and effectively.		
2.1 communicate clearly to a range of audiences for different purposes		
• Vocalizes to get attention • Indicates a specific person, object, or event by pointing • Uses gestures, sounds, words, and movement to initiate an interaction or game (peek-a-boo, song, handing a book or coat to someone) to get needs met • Uses one word utterance or short phrases to influence actions of others, such as stop, no, mine	• Asks for names of unfamiliar objects ("what's this?") • Has fun playing with words and sounds • May delight in using words that are "forbidden" as a means of eliciting reactions from the listener • Uses short phrases to influence the actions of others	• Invites a peer to play • Uses sentences to influence the actions of others • Delights in using "forbidden" words as a means of eliciting reactions from the lisenter • Tells others "stop" or "no" • Defends self with "I ... " statements • Initiates and maintains conversations with adults • Asks questions to initiate conversations, gain information • Initiates conversations with adults by commenting or making a statement or asking a question
2.2 develop content and ideas		
• Uses variations in gestures and volume, pitch, and intensity of vocalizations to convey differences in meaning	• Uses descriptors such as big, more, scary • Uses words to describe physical and emotional states such as "cold," "tired," "hungry," "angry," "happy," "sad" • Uses short phrases or sentences to describe familiar, immediate experiences ("Mommy go store." "Kitty play with me.")	• Initiates communication to have needs met • Describes an experience containing a sequence of events • Describes how a product was created or a result was accomplished • Plays word games following a pattern • Explains words used by the child in context • Offers play ideas in the form of "Let's ... " • Asks for items using "Could I ... ?" • Expresses emotions constructively, (i.e., stating "I do not want to do this" or " he makes me really mad" rather than acting out)

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

Communication

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
2.3 use effective delivery		
• Uses a variety of facial expressions, inflections, and sounds to communicate intent (smiles, coos, cries, chuckles) • Uses consistent sounds, words or gestures to communicate a specific meaning (baba = bottle, gesture for "more" or "come here")	• Uses variety of vocal tones and body language to convey meanings, intents, ideas, and emotions	• Adjusts delivery of language appropriately to a variety of settings
2.4 use effective language and style		
• Changes pitch, inflection, and volume to communicate meaning	• Uses possessive pronouns to clarify communication ("mine" "sissy's") • Uses short sentences	• Uses more complex sentences • Uses descriptions effectively • Experimenting with a variety of styles of communication (i.e., body language, tone of voice, inflections)
2.5 effectively use action, sound, and/or images to support presentations		
• Uses sounds and gestures to communicate content of play ("meow," "motor sounds")	• Play acts familiar activities (dusting, feeding doll, pretend cooking) • Uses self-talk and sound effects in play	• Conveys an action or feeling nonverbally in pretend movements • Represents in sketches an understanding of what is seen • Depicts a sentence or phrase in a drawing • Paints a personally significant work, filling space with varied brushstrokes and intentionally mixed color • Moves body freely in general space to express the speed, force, or changes of a musical selection • Adjusts communication style to the listener • Enjoys making up stories

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Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

Communication

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
3. The student uses communication strategies and skills to work effectively with others. *3.1 use language to interact effectively and responsibly with others*		

• Responds to communication partner by gesturing, vocalizing, and verbalizing
• Initiates interactions with others
• Initiates to make choices
• Maintains "interactions" using different strategies
• Communicates needs/wants using gestures, vocalizations, or verbalizations
	• Takes turns in conversations for several exchanges
	• Asks questions to extend engagement ("why?")
	• Asks to be read to, told a story, or played with
	• Directs others with words ("mine," "gimme," "up")
	• Communicates needs or wants with words or phrases
	• Recites familiar songs, fingerplays, stories spontaneously
		• Contributes a personal expression in the context of the topic being discussed by others
		• Uses dialogue to represent a character when role playing
		• Modifies words and actions when the first communication attempt is not responded to
		• Asks questions for clarification or elaboration
		• Describes a sequence of events that the listener does not know about
		• Asks and answers questions, such as,
		  • What is the same about this and that? (generalization)
		  • What is not ___? (examples of exclusion)
		  • Tell me the steps how to do this. (known procedure)
		  • What will happen? (prediction)
		  • What (else) could we use (do) to solve this problem?
		  • Why? (rationale for reality)

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

Communication

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
3.2 work cooperatively as a member of a group		
• Vocalizes or verbalizes about own play • Notices another's activity • Will sometimes change direction of own play to imitate others	• "Reads" familiar stories to others • Joins in small group activities for short periods • Shows an interest in physical differences between self and others • Offers toy (gesturally/verbally) to another • Shows awareness of social rules of a group (being nice, consequences for taking another's toy)	• Expresses pleasure to others nonverbally, vocally, or verbally • Trades one item with another • Plays cooperatively with two or more children • Passes items to others • Thanks others • Gets items needed by others without being asked • Offers a turn to others • Chooses a partner and accepts a partner
3.3 seek agreement and solutions through discussion		
	• Corrects other person's word choices or statements ("me not baby, me big girl")	• Responds affirmatively to play ideas of other children • Responds to play ideas with an extension or an alternative • Comments on cooperative acts to others, "We did.... " • States and supports own point of view
4. The student analyzes and evaluates the effectiveness of formal and informal communication. *4.1 assess strengths and need for improvement*		
• Demonstrates with facial expression or body movement that he/she understands when something meets with approval or disapproval	• With adult support, recognizes the need to communicate in a constructive fashion	• With adult support, recognizes and changes communication styles to address the current situation (i.e., using an age-appropriate voice, using an "inside voice," negotiating rather than responding physically)

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs).

(Rev. 6/00)

Communication

Birth to Age 5

Infant (birth to approximately 18 months)	Toddler (12 months to 3 years of age)	Preschool (30 months to 5 years of age)
4.2 seek and offer feedback		
• After an event has occurred, child checks for feedback	• In the midst of an interaction, pauses and seeks verbal and/or nonverbal feedback from a partner • Requests clarification (by using a short question) or affirmation in communication exchange (i.e., "okay, mama") • Offers feedback (praise, comments, or gestures) in a communication exchange	• Uses questions to seek feedback or information • Indicates likes/dislikes of events, actions, or persons • Corrects statements of others to match his or her own point of view
4.3 analyze mass communication		
• Shows strong preferences for certain toys, music, and books	• Shows strong preferences for certain books, stories, movies, cartoons, music	• With adult support, analyzes the degree of reality portrayed in videos, cartoons, and commercials
4.4 analyze how communication is used in career settings		
• Imitates adult behaviors (talking on phone, hammering, reading a book to a doll)	• Role plays different professions (firefighter, teacher, cook, mother)	• When involved in dramatic play, child incorporates communication strategies (talking on phone, taking notes, writing letters)

Note: Bolded and italicized items are the Washington State essential academic learning requirements (EALRs). (Rev. 6/00)

COMMUNICATION
Suggested Characteristics Infant, 0–18 months
(to be worked toward by the age of 18 months)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Turns to locate the source of a sound	1.1	X		X		
2.	Makes and sustains eye contact in response to other person's voice	1.1	X		X		
3.	Orients to speaker when name is called	1.1	X		X		
4.	Pays attention to what another person is looking at or pointing to	1.1	X		X		
5.	Changes affect in response to another's voice, gestures, or facial expression	1.2	X		X		
6.	Responds differentially to environmental sounds	1.2	X		X		
7.	Vocalizes or gestures in response to another's voice	1.2	X		X		
8.	Vocalizes during turn taking	1.2	X		X		
9.	Inserts gestures, sounds, or word in conversational turn taking	1.3	X		X		
10.	Uses vocal inflection or facial expressions to gain understanding or to verify information	1.3	X		X		
11.	Vocalizes to get attention	2.1	X		X		
12.	Indicates a specific person, object, or event by pointing	2.1	X		X		
13.	Uses gestures, sounds, words, and movement to initiate an interaction or game to get needs met	2.1	X		X		
14.	Uses one-word utterance or short phrases to influence actions of others, such as stop, no, mine	2.1	X		X		
15.	Uses variations in gestures and volume, pitch, and intensity of vocalizations to convey differences in meaning	2.2	X		X		
16.	Uses a variety of facial expressions, inflections, and sounds to communicate intent	2.3	X		X		
17.	Uses consistent sounds, words, or gestures to communicate a specific meaning	2.3	X		X		
18.	Changes pitch, inflection, and volume to communicate meaning	2.4	X		X		
19.	Uses sounds and gestures to communicate content of play	2.5	X		X		
20.	Responds to communication partner by gesturing, vocalizing, and verbalizing	3.1	X		X		
21.	Initiates interactions with others	3.1	X		X		
22	Initiates to make choices	3.1	X		X		
23.	Maintains "interactions" using different strategies	3.1	X		X		
24.	Communicates needs/wants using gestures, vocalizations, or verbalizations	3.1	X		X		
25.	Vocalizes or verbalizes about own play	3.2	X		X		
26.	Notices another's activity	3.2	X		X		
27.	Will sometimes change direction of own play to imitate others	3.2	X		X		
28.	Demonstrates with facial expression or body movement that he/she understands when something meets with approval or disapproval	4.1	X		X		
29.	After an event has occurred, child checks for feedback	4.2	X		X		
30.	Shows strong preferences for certain toys, music, and books	4.3	X		X		
31.	Imitates adult behaviors	4.4	X		X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

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COMMUNICATION
Suggested Characteristics Toddler, 12–36 months
(to be worked toward by the age of 3 years)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Looks for an object or person when invited to "look"	1.1	X		X		
2.	Follows a nonverbal direction	1.1	X		X		
3.	Follows a simple direction	1.2	X		X		
4.	Attends to short stories, fingerplays, or other's activities with interest	1.2	X		X		
5.	Independently locates objects when they are discussed by others	1.3	X		X		
6.	Uses a question form, facial expression, or inflection to gain or verify information	1.3	X		X		
7.	Repeats a word or short phrase to verify or practice new information	1.3	X		X		
8.	Asks for names of unfamiliar objects	2.1	X		X		
9.	Has fun playing with words and sounds	2.1	X		X		
10.	May delight in using words that are "forbidden" as a means of eliciting reactions from the listener	2.1	X		X		
11.	Uses short phrases to influence the actions of others	2.1	X		X		
12.	Uses descriptors such as big, more, scary	2.2	X		X		
13.	Uses words to describe physical and emotional states such as "cold," "tired," "hungry," "angry," "happy," "sad"	2.2	X		X		
14.	Uses short phrases or sentences to describe familiar, immediate experiences	2.2	X		X		
15.	Uses variety of vocal tones and body language to convey meanings, intents, ideas, and emotions	2.3	X		X		
16.	Uses possessive pronouns to clarify communication	2.4	X		X		
17.	Uses short sentences	2.4	X		X		
18.	Play acts familiar activities	2.5	X		X		
19.	Uses self-talk and sound effects in play	2.5	X		X		
20.	Takes turns in conversations for several exchanges	3.1	X		X		
21.	Asks questions to extend engagement	3.1	X		X		
22.	Asks to be read to, told a story, or played with	3.1	X		X		
23.	Directs others with words	3.1	X		X		
24.	Communicates needs or wants with words or phrases	3.1	X		X		
25.	Recites familiar songs, fingerplays, stories spontaneously	3.1	X		X		
26.	"Reads" familiar stories to others	3.2	X		X		
27.	Joins in small group activities for short periods	3.2	X		X		
28.	Shows an interest in physical differences between self and others	3.2	X		X		
29.	Offers toy to another	3.2	X		X		
30.	Shows awareness of social rules of a group	3.2	X		X		
31.	Corrects other person's word choices or statements	3.3	X		X		
32.	With adult support, recognizes the need to communicate in a constructive fashion	4.1	X		X		
33.	In the midst of an interaction, pauses and seeks verbal and/or nonverbal feedback from a partner	4.2	X		X		
34.	Requests clarification or affirmation in communication exchange	4.2	X		X		
35.	Offers feedback in a communication exchange	4.2	X		X		

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COMMUNICATION
Suggested Characteristics Toddler, 12–36 months
(to be worked toward by the age of 3 years)
(continued)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
36.	Shows strong preferences for certain books, stories, movies, cartoons, music	4.3	X		X		
37.	Role plays different professions	4.4	X		X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1–Observation (audiotape, videotape, written record).
2–Work sample/portfolio.
3–Interview with parent or caregiver.
4–Interview with child.
5–Anecdotal notes from parent, teacher journal.

COMMUNICATION
Suggested Characteristics Preschool, 30 months to 5 years of age
(to be worked toward by the age of 5 years)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
1.	Looks at person while listening to a whole statement and listens through a peer's statement	1.1	X		X		
2.	Responds by looking when directed to look at a specific attribute	1.1	X		X		
3.	Imitates other children's play ideas	1.2	X		X		
4.	Adapts other children's approaches to a problem the child is trying to solve	1.2	X		X		
5.	Takes turn in a group discussion or listens to others and responds in a group discussion	1.2	X		X		
6.	Shows understanding of another's feelings with adult support	1.2	X		X	X	
7.	Independently asks a question on the topic another child has raised	1.3	X		X		
8.	Independently asks a question on the topic an adult has raised	1.3	X		X		
9.	Independently rephrases another's statement	1.3	X		X		
10.	Invites a peer to play	2.1	X		X		
11.	Uses sentences to influence the actions of others	2.1	X		X		
12.	Delights in using "forbidden" words as a means of eliciting reactions from the listener	2.1	X		X		
13.	Tells others "stop" or "no"	2.1	X		X		
14.	Defends self with "I ... " statement	2.1	X		X		
15.	Initiates and maintains conversations with adults	2.1	X		X		
16.	Asks questions to initiate conversations, gain information	2.1	X		X		
17.	Initiates conversations with adults by commenting or making a statement or asking a question	2.1	X		X	X	
18.	Initiates communication to have needs met	2.2	X		X		
19.	Describes an experience containing a sequence of events	2.2	X		X		
20.	Describes how a product was created or a result was accomplished	2.2	X		X	X	
21.	Plays word games following a pattern	2.2	X		X		
22.	Explains words used by the child in context	2.2	X		X	X	
23.	Offers play ideas in the form of "Let's ... "	2.2	X		X	X	
24.	Asks for items using "Could I ... ?"	2.2	X		X		
25.	Expresses emotions constructively	2.2	X		X		
26.	Adjusts delivery of language appropriately to a variety of settings	2.3	X		X		
27.	Uses more complex sentences	2.4	X		X		
28.	Uses descriptions effectively	2.4	X		X	X	
29.	Experiments with a variety of styles of communication	2.4	X		X		
30.	Conveys an action or feeling nonverbally in pretend movements	2.5	X		X		
31.	Represents in sketches an understanding of what is seen	2.5	X		X	X	
32.	Depicts a sentence or phrase in a drawing	2.5	X		X		
33.	Paints a personally significant work, filling space with varied brushstrokes and intentionally mixed color	2.5	X		X		
34.	Moves body freely in general space to express the speed, force, or changes of a musical selection	2.5	X		X		
35.	Adjusts communication style to the listener	2.5	X		X		
36.	Enjoys making up stories	2.5	X		X	X	

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COMMUNICATION
Suggested Characteristics Preschool, 30 months to 5 years of age (to be worked toward by the age of 5 years) (continued)

	Characteristic	Link to EALRs*	Tools for Assessing and Recording**				
			1	2	3	4	5
37.	Contributes a personal expression in the context of the topic being discussed by others	3.1	X		X	X	
38.	Uses dialogue to represent a character when role playing	3.1	X		X	X	
39.	Modifies words and actions when the first communication attempt is not responded to	3.1	X		X		
40.	Asks questions for clarification or elaboration	3.1	X		X		
41.	Describes a sequence of events that the listener does not know about	3.1	X		X	X	
42.	Asks and answers questions, such as, • What is the same about this and that? (generalization) • What is not ___? (examples of exclusion) • Tell me the steps how to do this. (known procedure) • What will happen? (prediction) • What (else) could we use (do) to solve this problem? • Why? (rationale for reality)	3.1	X		X	X	
43.	Expresses pleasure to others nonverbally, vocally, or verbally	3.2	X		X		
44.	Trades one item with another	3.2	X		X		
45.	Plays cooperatively with two or more children	3.2	X		X		
46.	Passes items to others	3.2	X		X		
47.	Thanks others	3.2	X		X		
48.	Gets items needed by others without being asked	3.2	X		X		
49.	Offers a turn to others	3.2	X		X		
50.	Chooses a partner and accepts a partner	3.2	X		X		
51.	Responds affirmatively to play ideas of other children	3.3	X		X		
52.	Responds to play ideas with an extension or an alternative	3.3	X		X		
53.	Comments on cooperative acts to others, "We did .... "	3.3	X		X		
54.	States and supports own point of view	3.3	X		X	X	
55.	With adult support, recognizes and changes communication styles to address the current situation	4.1	X		X	X	
56.	Uses questions to seek feedback or information	4.2	X		X		
57.	Indicates likes/dislikes of events, actions, or persons	4.2	X		X	X	
58.	Corrects statements of others to match his or her own point of view	4.2	X		X		
59.	With adult support, analyzes the degree of reality portrayed in videos, cartoons, and commercials	4.3	X		X	X	
60.	When involved in dramatic play, child incorporates communication strategies	4.4	X		X		

*EALRs = Essential Academic Learning Requirements

**Key for Tools for Assessing and Recording:

1—Observation (audiotape, videotape, written record).
2—Work sample/portfolio.
3—Interview with parent or caregiver.
4—Interview with child.
5—Anecdotal notes from parent, teacher journal.

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